CHAPTER I

INTRODUCTION

A. Background

English is one of foreign languages that is more popular than other languages in the world. Therefore, to consider the important role of English, we should learn about English and know the four skills: speaking, reading, listening and writing.

Vocabulary is one of indispensable aspects of a language. When we want to speak English or another language we should have many vocabularies to improve our language. According to Rachmadie, (1985:54) the quality of someone's English skill is obviously depending on the quality and quantity of the vocabulary he or she has.

It is hard to master the four language skills and to understand the number of vocabulary because it is fundamental in language learning. Richard and Renandya (2002) state that vocabulary is a core component of speaking, listening, reading, and writing. It means that limited vocabulary will impair personal ability in using language.

From a limited observation, in the students in class 8 of junior high school are less in vocabulary skill because they neglect to learn English. They touht that English is difficult to learn. They were not having much motivation to study English, and it made them did know many things about English especially for mastering vocabulary. However, the main problem faced by many

students is that they only master a small number of vocabularies and it influences their English skill.

In this research the writer is interested in conducting do an experimental study on vocabulary through cartoon movie and it is used in teaching English especially in teaching vocabulary. The writer takes the title **"*TEACHING VOCABULARY THROUGH CARTOON MOVIES AT JUNIOR HIGH SCHOOL*"** (*A Quasi Experimental Study at the Seven Grade of SMPN 02 Tamansari Bogor*).

B. The Research Questions

There are several problems to formulate as follows:

1. How is the student's vocabulary skill before implementing cartoon movie?
2. How is the student's vocabulary skill after implementing cartoon movie?
3. How significant is the improvement of cartoon movie in students' vocabulary mastery?

C. The Aims of Research

The aims of the research are as follows:

1. To know students' vocabulary skill before implementing cartoon movie
2. To find out students' vocabulary skill after implementing cartoon movie
3. To reveal how significant is the improvement of cartoon movie in students vocabulary mastery is.

D. Significances of Research

1. For Students
   a. The students are able to increase their skill in vocabulary.
   b. The students will be very spirit in learning vocabulary because the media is more fun and enjoyable.

c. The Student will get more motivation to learn English especially to add their new vocabulary

2. For Teacher;

a. The teacher can motivate students to increase their vocabulary trough cartoon movie.

b. The teacher will be more creative and get more idea by using some media.

c. The teacher can be easier to explain the lesson.

E. Rationale

In this study, the writer uses cartoon movie as media of Teaching English Vocabulary. In teaching vocabulary, teachers should not give it separately, word by word. It will make the students know the meaning of the words only and they still find difficulties in applying the word into sentences or paragraph. Media come from the word medium. It means all of them and the channel used to inform of message. In the scope of education, media can be called an instrument, method and technique used to communicate and influence effectively between the teacher and the students in the teaching and learning process in the school (Hamalik: 1982).

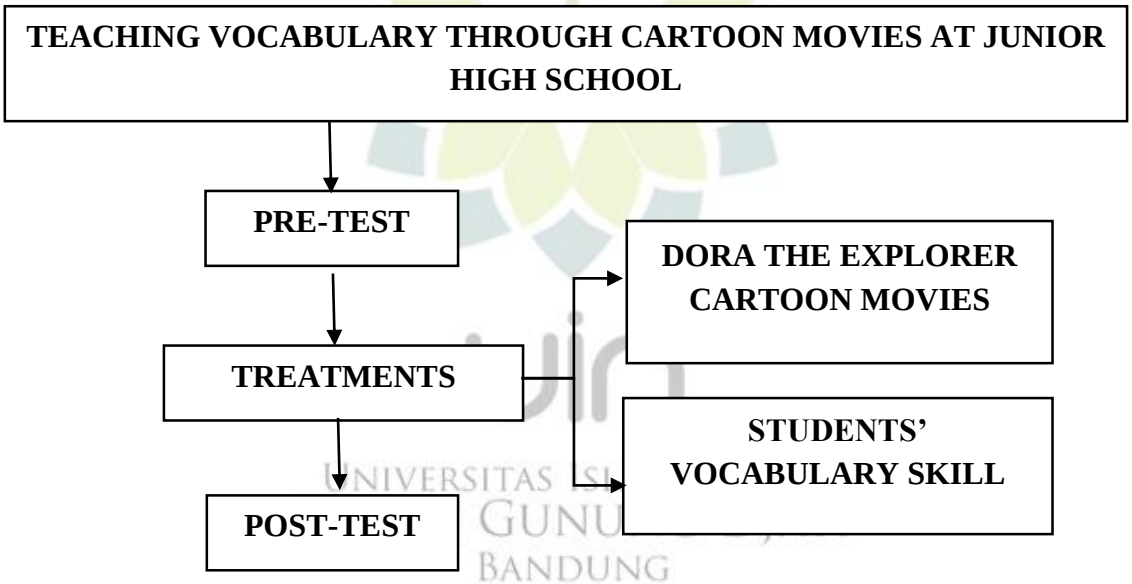
Several scholars have revealed that movies used in EFL classroom can become an important part of the curriculum. This is based on the fact that movies provide exposures to “real language,” used in authentic settings and in the cultural context which the foreign language is spoken. They also have found that movies catch the learners’ interest and it can positively affect their motivation to learn (Kusumarasdyati, 2004; Luo, 2004).

Cartoon movie is chosen as a media of teaching English vocabulary. The writer uses Dora The Explorer Cartoon movie as a media to teach English vocabulary. Dora the Explorer is an animated television series that is a wonderful show for children. The lessons are hidden in Dora's adventures and not force feed. Another one of the best parts of Dora the Explorer show is the bilingual aspect. Characters; Dora, Boots, and friends are speak English. Dora's adventures are fun and interesting, with an emphasis on sharing, compromise, and interactivity. Many of the characters wore colorful form costumes designed to resemble the Dora characters. Each production featured a structure similar to an episode of the television series. Dora helps children in the learn colors, counting, and words in both Spanish and English. Young viewers are wanted to participate in a variety of ways including shouting out words and reminding the characters of certain tasks (http://www.cartoonwatcher.com/dora-the-explorer/).

Vocabulary, which constitutes the knowledge of meaning, plays a significant role in supporting the mastery of language skills namely listening, speaking, reading and writing. The more vocabulary the learners have, the easier for them to improve their skills. In writing, for example, by having many vocabularies, the students are easier to improve their English skills. They can express their ideas, opinion, and feeling cohesively. Thus, they can construct readable written text. So, the teaching learning process of English vocabulary is successfully done.

Based on explanation above, the writer categories the sample into 1 class. The experimental class is taught vocabulary using Cartoon movie. The

cartoon movies which are used in this research is Dora the explorer narrative movies to make more clearly, here is the following schema for rationale.



STEPS OF RESEARCH

Figure 1.1

F. Hypothesis

Hypothesis is a tentative assumption of research problem until it is proved through the data gained (Arikunto, 2002: 64). The truth of it is necessary to be tested to know whether it is true or not. In this study, the writer researcher

two variables: the first, the students of using cartoon movie as variable "**x**" and the second one is the students' vocabulary as variable "**y**". From the discussion above, the writer has formulated the hypothesis follows:

1. H_0 accepted if $t_{account} < t_{table}$: it means there is no significant influence of using cartoon movie to improve the students' in vocabulary skill.
2. H_1 accepted if $t_{account} > t_{table}$: it means that there is a significant influence of using cartoon movie to improve the students' in vocabulary skill.

G. Research Procedure

To get good process and useful result, there are many steps should be passed. The steps consist of determining source of data, technique of collecting data, that is how far the effectiveness of vocabulary teaching process through cartoon movies.

1. Determining source data

a. Location of research

The writer conducted the research at the Eight grade of SMPN 02Tamansari Bogor. This school is regarded suitable with the problem of the research because the students that have less vocabulary in learning English.

b. Population and Sample

Population is a whole of research subject (Arikunto; 2002). Thus, population here is the whole student's second grade of SMPN 02 Tamansari Bogor (Sugiyono, 2009: 81). Furthermore, sample is a part of population which is investigated. If the number of the subject is less than 100, it is suggested to take all of the subjects. There are 30 students. Considering the statement, because the population is less than 100, then the writer takes all of the population. It means

that the population of the research is the sample. Because the class provided are limited.

2. Research methodology

Barry and Joan (1997) said that "experimental designs are especially useful in addressing evaluation question about the effectiveness program." Moreover they stated that there are two categories of experimental design: true experimental design and quasi experimental design.

For this occasion, the research is conducted a quasi-experimental research design, because it is not feasible for the writer to use random assignment: the classes provided are limited. The writer takes one class as an experimental group and control group. According to Moore (2008) "Quasi experimental studies is a type of study also might compare outcomes for one group of individuals before and after the group involvement in a program (known as "pre-test/post-test design"). Quasi experimental studies can inform discussions of cause and effect, but unlike true experiments, they cannot definitively establish this link.

3. Collecting Data

The techniques used to collect the data for the study is test. The test is divided into two parts, pre-test and post-test.

a. Pre-Test

Pre-test is used to measure the students' vocabulary skill before using Dora the explorer cartoon movies as a media to develop students' vocabulary skill for students in SMPN 02 Tamansari Bogor. According to Surakhmad

(1995: 46) “Pre-test is used to measure the students’ comprehension before they taught”. Treatment is giving the students or teaching the students in the certain time.

b. Treatments

The writer gave the Dora the explorer cartoon movie to students as the treatment. Not only watching the movie, but the writer also teat them to uttered the words based on the movie. Example jump: Lompat. How good and true to say and know the words from the cartoon movies. It also helps them to correct their vocabulary until they know the meaning from the text correctly and write the words correctly and can speak to another people.

c. Post Test

Post-test is used to measure the students’ comprehension after the students have already been given a material. Dora The Explorer cartoon movies is a media to develop students vocabulary mastery. In post-test, the writer will gave Dora the explorer and after students watched it, students were asked to write 30 words vocabulary from Noun and Verb from the movies. Surakhmad (1995: 46) says that “post-test is used to measure mean achievement after treatments”.

This test is used to know the influence of cartoon movies on their vocabulary mastery. How far the students can understand and comprehend after and before the treatment was given by the researcher.

A. Data Analysis

Analysis is an attempt find answer of the question that we get from the research. Marzuki (1995: 87).

1. N-Gain

After acquiring the data from the pre-test and the post-test, the data can be analyzed to know the development of students' vocabulary mastery after the implementation of cartoon movie. To know the improvement of the students' vocabulary mastery, normal gain (*d*) is used with the formula:

$$d = \frac{Post - testscore - Pre - testscore}{Maximumscore - Pre - testscore}$$

Normal gain score acquired is then interpreted into the table below:

Table 1.3 Normal Gain Interpretation

Score	**Interpretation**
g > 0.7	High
0.3 ≤ g ≥0.7	Average
g < 0.3	Low

(Hake, 1999)

The conversion score of number and character scoring is stated below:

Table 1.3 Conversion Score

Score	**Character**	**Value**
80 – 100	A	Very good
66 – 79	B	Good
56 – 65	C	Enough

40 – 55	D	Minus
30 – 39	E	Failed

(Arikunto, 2007: 245)

2. Testing the Normality

Testing the normality is conducted by the procedure as follows:

1) Calculating the range (R) of data

Formula:

R = the highest score – the lowest score + 1

R = H – L + 1 (Sugiyono, 2009: 55)

2) Calculating the class interval (K)

Formula:

K = 1 + (3, 3) log n (Sugiyono, 2009: 35)

3) Calculating the length of class interval (P)

$P = \frac{R}{K}$Formula: (Subana. et al, 2000: 40)

4) Making the table of distribution of frequency

a) $S = \sqrt{\frac{\sum f_i(X_i - \bar{X})^2}{(n-1)}}$Counting deviation standard

(Sugiyono, 2009: 58)

$\overline{x} = \frac{\Sigma f_i . x_i}{\Sigma f_i}$With:

b) Calculating the degree of freedom with the formula:

$$dk = K - 3$$

c) Calculating the value of χ^2 from the table

$$\chi^2{}_{tabel} = \chi^2{}_{(1-\alpha)(dk)}$$

5) Calculating normality test criteria

Normality test with determination:

- The data is normal if $\chi^2{}_{count} < \chi^2{}_{table}$

- The data is abnormal if $\chi^2{}_{count} > \chi^2{}_{table}$

3. Hypothesis Test

Hypothesis test is used to know the improvement of cartoon movies implementation on the students' vocabulary mastery. The hypothesis test is done by testing the statistic data.

1. $t = \frac{M_d}{\sqrt{\frac{\Sigma d^2 - \frac{(\Sigma d)^2}{n}}{n(n-1)}}}$ If the data is distributed normally, so the parametric statistic test is conducted with the t-test. (Subana. et al, 2000: 132).

Explanation:

M_d= the average from the gain between the pre-test and the post-test

d = score gain of the post-test toward the pre-test of each object

n = number of subjects

The next step is determining the table score:

- If $tc_{count} > t_{table}$, H_a is accepted and H_0 is rejected, it means there is the significant influence of Cartoon Movies in increasing students' vocabulary.
- If tcount$< t_{table}$, H_a is rejected and H_0 is accepted, it means that there is no significant influence of Cartoon movies in increasing students' vocabulary.

1. $z = \frac{T-\mu_T}{\sigma_T}$If the data of distribution is abnormal, the data is conducted with the Wilcoxon Test: (Sugiyono, 2009: 136)

Explanation:

T = number of the lowest range/rank

$$\mu_T = \frac{n(n+1)}{4}$$

$$\sigma_T = \sqrt{\frac{n(n+1)(2n+1)}{24}}$$

(Sugiyono, 2009: 136)

$z = \frac{T-\mu_T}{\sigma_T} = \frac{T-\frac{n(n+1)}{4}}{\sqrt{\frac{n(n+1)(2n+1)}{24}}}$Hence,

(Sugiyono, 2009: 137)

Criteria:

- $Z_{count} > Z_{table}$,so, H_o is rejected and H_a is accepted.
- $Z_{count} < Z_{table}$so, H_o is accepted and $H_a$is rejected.

In summary, the data acquired is to prove the research's circumstances including the teaching and learning process before and after treatments. Thus, the absolute result of the data analysis will appear.